



Whitehall Elementary

702 Whitehall Road
Anderson, South Carolina

Grades	K-5 Elementary School	
Enrollment	499 Students	
Principal	Kevin Snow	864-260-5255
Superintendent	Betty T. Bagley	864-260-5000
Board Chair	Dr. William Mack Burriss	864-224-6384

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	Average
2006	Average	Average
2005	Good	Good
2004	Good	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

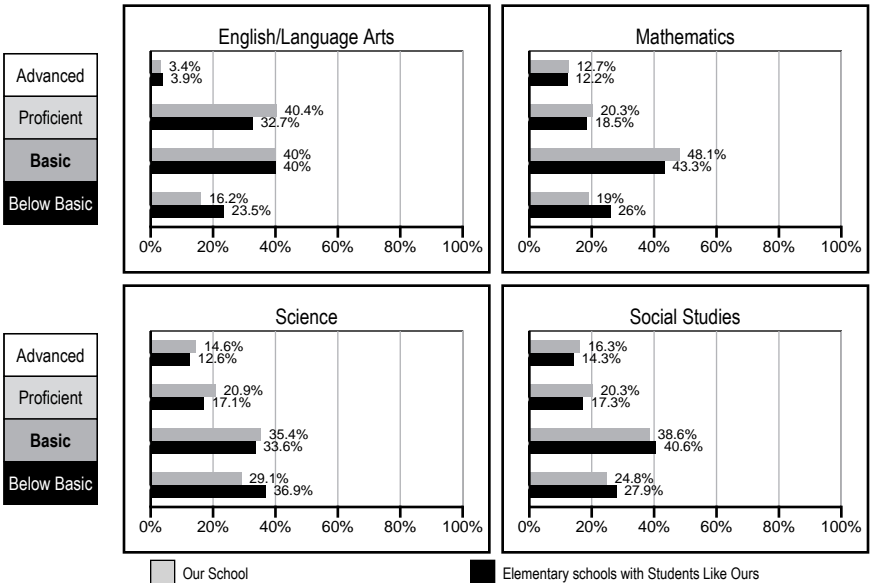
98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	34	44	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=499)				
First graders who attended full-day kindergarten	100.0%	Up from 91.2%	100.0%	100.0%
Retention rate	4.4%	Up from 2.6%	2.9%	2.3%
Attendance rate	95.7%	Down from 96.0%	96.0%	96.3%
Eligible for gifted and talented	5.8%	Down from 7.3%	8.0%	10.4%
With disabilities other than speech	12.0%	Up from 11.4%	9.0%	7.5%
Older than usual for grade	0.0%	Down from 1.0%	0.9%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	40.9%	Up from 39.5%	54.7%	56.7%
Continuing contract teachers	72.7%	Up from 60.5%	78.2%	77.3%
Teachers with emergency or provisional certificates	3.0%	Down from 3.3%	0.0%	0.0%
Teachers returning from previous year	80.4%	Up from 78.4%	86.4%	86.4%
Teacher attendance rate	95.6%	Up from 91.8%	94.7%	94.9%
Average teacher salary	\$41,556	Up 2.9%	\$45,033	\$45,345
Professional development days/teacher	7.6 days	Down from 11.0 days	12.8 days	12.6 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 16.1 to 1	18.4 to 1	18.5 to 1
Prime instructional time	90.2%	Up from 86.5%	88.9%	89.8%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,203	Down 27.4%	\$7,285	\$7,052
Percent of expenditures for instruction*	69.1%	Up from 65.5%	68.5%	69.1%
Percent of expenditures for teacher salaries*	67.8%	Up from 57.5%	63.5%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The faculty and staff of Whitehall Elementary School are committed to serving children according to their individual needs and helping them develop to their fullest potential. In addition to a rigorous curriculum, we teach our students to respect their own and other's talents, skills, and cultural backgrounds. During the 2007-2008 year, Whitehall Elementary served 525 students in kindergarten through fifth grade.

Whitehall Elementary is fully accredited by the Southern Association of Colleges and Schools (SACSCASI). The school's five-year improvement plan focuses on the following goals: to increase student achievement for all demographic groups based on Similar Schools data and at all levels on PACT; to improve school climate by increasing the level of students' personal and social responsibility, increasing parent involvement, and increasing teacher morale; and to increase the teacher retention rate. In an effort to address these goals, professional development for teachers, curriculum initiatives, and other activities have been implemented.

Whitehall received an index score of 3.2 on the 2007 State Report Card from the State Department of Education (SDE). This is the same score earned over the past three years. Last year, however, the "bar was raised" for all schools. For this reason, the school's Absolute Rating dropped from "Good" to "Average," indicating that the school meets the standards for progress toward the 2010 South Carolina Performance Goal. Whitehall received an Improvement Rating of "Average." The school met 19 out of 21 objectives as defined by the "No Child Left Behind" (NCLB) law. It did not meet "Adequate Yearly Progress" (AYP) as determined by NCLB, because the school must meet 21 out of 21 of its objectives to receive AYP. Despite these changes, the faculty and staff of Whitehall remain committed to its mission of developing responsible, knowledgeable, and ethical students by providing challenging learning opportunities.

This was a year where Whitehall and its students were recognized for a number of achievements. A fifth grade student was recognized in Columbia as the district winner in the Lt. Governor's Writing Contest. Two students were recognized and honored at Clemson University for their entries in the Martin Luther King, Jr. poster contest. A fifth grade student was recognized in Columbia for the Governor's Good Citizenship Award. Whitehall was also recognized for increasing its United Way donations by 30% in its effort to give back to the community. In addition to being an Exemplary Writing School, a Schools of Promise School, and a Red Carpet School, the Whitehall community is proud of this year's achievements.

Whitehall Elementary continues to be a school where "Learning is an Adventure and Character Counts!"

Kevin Snow, Principal
Marcus Brown, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	85	84
Percent satisfied with learning environment	84.8%	98.8%	84.1%
Percent satisfied with social and physical environment	91.1%	95.3%	81.0%
Percent satisfied with school-home relations	75.6%	97.6%	79.3%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	277	100	16.2	40	40.4	3.4	57	55	48.2	Yes	Yes
Gender											
Male	132	100	18.2	43.6	36.4	1.8	50	48.5	41.7	N/A	N/A
Female	145	100	14.4	36.8	44	4.8	63.2	61.8	55	N/A	N/A
Racial/Ethnic Group											
White	136	100	9.1	34.7	49.6	6.6	70.2	66.4	60	Yes	Yes
African American	126	100	22.3	45.6	32	0	41.7	36.8	31.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	71.4	70.4	I/S	I/S
Hispanic	11	100	57.1	42.9	0	0	42.9	42.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	61	100	45.1	45.1	7.8	2	11.8	13.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	44.4	44.4	11.1	0	44.4	43.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	200	100	19.1	44.5	34.1	2.3	50.3	39.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	277	100	18.7	48.1	20.4	12.8	52.3	54	45.8	Yes	Yes
Gender											
Male	132	100	20.9	46.4	20	12.7	50	53.2	45.6	N/A	N/A
Female	145	100	16.8	49.6	20.8	12.8	54.4	54.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	136	100	10.7	43.8	25.6	19.8	68.6	66.3	59	Yes	Yes
African American	126	100	28.2	53.4	14.6	3.9	32	33.4	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	80.5	71.3	I/S	I/S
Hispanic	11	100	28.6	57.1	14.3	0	42.9	46.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	61	100	47.1	45.1	7.8	0	17.6	16.1	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	11	100	22.2	44.4	22.2	11.1	55.6	54.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	200	100	22.5	50.3	18.5	8.7	44.5	37.6	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	185	100	29.1	35.4	20.9	14.6	35.4	51.9	35.7	95.7	95.6
Gender											
Male	86	100	27.4	31.5	23.3	17.8	41.1	53.7	37.4	95.4	95.5
Female	99	100	30.6	38.8	18.8	11.8	30.6	50.1	33.8	95.9	95.8
Racial/Ethnic Group											
White	83	100	13.5	36.5	28.4	21.6	50	65.4	49.2	95.4	95.5
African American	93	100	45.5	33.8	11.7	9.1	20.8	30.6	17	95.9	95.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	70.4	58	97.3	96.8
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	53.1	24.9	96.3	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	98.5
Disability Status											
Disabled	36	100	74.2	22.6	3.2	0	3.2	15.8	14	94.4	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	98.3
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	55.9	24.4	96.9	96.5
Socio-Economic Status											
Subsidized meals	132	100	35	36.8	17.9	10.3	28.2	35.9	21.1	95.4	94.9

Social Studies

All Students	181	99.5	24.8	38.6	20.3	16.3	36.6	46.8	34	95.7	95.6
Gender											
Male	90	100	28	34.7	17.3	20	37.3	48.6	36.6	95.4	95.5
Female	91	98.9	21.8	42.3	23.1	12.8	35.9	44.8	31.3	95.9	95.8
Racial/Ethnic Group											
White	89	98.9	13.9	36.7	26.6	22.8	49.4	56.8	44.5	95.4	95.5
African American	83	100	36.8	41.2	11.8	10.3	22.1	28.7	19.1	95.9	95.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	73.1	58.9	97.3	96.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	50	27.5	96.3	96
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	98.5
Disability Status											
Disabled	44	97.7	54.1	35.1	8.1	2.7	10.8	15.4	14.4	94.4	94.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	98.3
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	54.5	27.3	96.9	96.5
Socio-Economic Status											
Subsidized meals	136	100	30.2	42.2	18.1	9.5	27.6	31.4	21	95.4	94.9

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	85	100	11.1	26.4	45.8	16.7	62.5
	4	95	100	21.4	46.4	31	1.2	32.1
	5	77	100	25.4	50.8	23.8	0	23.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	89	100	17.6	29.7	44.6	8.1	52.7
	4	90	100	13	37.7	49.4	0	49.4
	5	98	100	17.9	51.2	28.6	2.4	31
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	85	100	19.4	50	19.4	11.1	30.6
	4	95	100	23.8	42.9	22.6	10.7	33.3
	5	77	100	12.7	52.4	20.6	14.3	34.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	89	100	24.3	48.6	16.2	10.8	27
	4	90	100	13	44.2	26	16.9	42.9
	5	98	100	19	51.2	19	10.7	29.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	43	100	17.1	34.3	40	8.6	48.6
	4	95	100	29.8	29.8	28.6	11.9	40.5
	5	38	100	32.3	35.5	6.5	25.8	32.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	45	100	35.9	28.2	28.2	7.7	35.9
	4	90	100	23.4	36.4	22.1	18.2	40.3
	5	50	100	33.3	40.5	11.9	14.3	26.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	42	100	8.1	54.1	21.6	16.2	37.8
	4	95	100	21.4	45.2	22.6	10.7	33.3
	5	39	100	25	56.3	3.1	15.6	18.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	43	97.7	11.8	44.1	26.5	17.6	44.1
	4	90	100	24.7	32.5	24.7	18.2	42.9
	5	48	100	35.7	45.2	7.1	11.9	19
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

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